

Norton CEVC Primary School
Year 6 Long Term Plan
Learn Believe Achieve
Hand in hand with God and each other



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Studies	Electricity Norton at War Light		Evolution and Inheritance Classification The Anglo-Saxon & Viking Power Struggle for Britain		Healthy Lifestyles Circulatory & Respiratory Systems Local Study: Traffic in Norton	
English	WRITING TO ENTERTAIN: WW2 Narrative, Poetry ('Refugees') WRITING TO INFORM: Electrical Safety, Cecil Brinkley Biography WRITING TO DISCUSS: How can our school celebrate diversity? WRITING TO PERSUADE: n/a Class Readers: The Boy at the Back of the Class – Onjali Q Rauf The Girl Who Speaks Bear – Sophie Anderson		WRITING TO ENTERTAIN: Charles Darwin Narrative, Viking Raid Narrative WRITING TO INFORM: Deforestation WRITING TO DISCUSS: The Palm Oil Debate WRITING TO PERSUADE: The Galapagos Islands Tourism Class Readers: Darwin's Dragons – Lindsay Galvin Cogheart – Peter Bunzl		WRITING TO ENTERTAIN: Short Stories, Fantasy Genre WRITING TO INFORM: What's in our blood? WRITING TO DISCUSS: Healthy Lifestyles WRITING TO PERSUADE: Formal letters – Local Traffic Class Readers: Crater Lake – Jennifer Killick The Call of the Wild – Jack London	
Maths	-Number and Place Value - The Four Operations: Addition, Subtraction, Multiplication and Division	-Fractions -Measurements – converting units	-Ration -Algebra -Decimals	-Fractions, decimals and percentages -Area, perimeter and volume -Statistics	-Shape -Position and direction -KS2 SATs week	-Investigations and problem solving -KS3 Transition
Science	Electricity -Investigating the effects of changing components in a circuit	Light -Properties of light -How we see	Evolution & Inheritance -Theories of evolution -Inherited characteristics	Classification -Linnaeus -Classifying living things according to observable characteristics	Animals including human: -The circulatory + respiratory systems	Animals including human: - The effects of healthy lifestyles on the human body
History	Norton at War			The Viking and Anglo-Saxon Struggle for Britain		
Geography		Power: Where does our electricity come from?	How does Globalisation affect our lives and the lives of others?		The Savannah: physical & human geography, location knowledge	Local Study: Traffic in Norton
Art	Painting: Picasso, Heron, Caulfield	Textiles: Foster, Gaudi	Printing: Reduction Block	Sculpture: Henry Moore	Collage: Klimt, Picasso	Drawing: Observational Drawing
DT		Electrical systems -steady hand game, digital world		Textiles – stuffed toy		Structures - playground
RE	Islam/ Muslim How does tawhid create a sense of belonging to the Muslim community?	Christianity: How do Christians show their belief that Jesus is God incarnate?	Hinduism: How do questions about Brahman and atman influence the way a Hindu lives?	Buddhism: How does the Triple Refuge help Buddhists in their journey through life?	Christianity: Should believing in the resurrection change how Christians' view life and death?	Humanism: Why do Humanists say happiness is the goal of life?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Health Me	Relationships	Changing Me

PE	Fitness Football	Dance Hockey	Dance Gymnastics	Dodgeball Handball	Tag Rugby Athletics	Cricket Volleyball
Music	Refugees: Listening, Appraising and Songwriting	Music Technology: Bandlab Rhythm & Melody	Evolution in Composition: Rhythmic patterns	Vikings: Compositional devices; chords	Performance Skills: Singing inc KS2 Production	
Computing Purple Mash	6.1 Coding	6.2 Online Safety 6.5 Text Adventures	6.4 Blogging	6.3 Spreadsheets	6.6 Networks	6.7 Quizzing
Primary Languages	Phonics 3 At School	The Planets	The Weekend	Healthy Lifestyles	Me In the World	
Enrichment ideas	Residential – PGL Bawdsey Manor TSP: Enrichment Y6 Transition Activities	TSP: Enrichment	TSP: Enrichment Year 6 Sharing Assembly	TSP: Enrichment Y6 Transition Activities Zoology Museum	TSP: Enrichment Y6 Transition Activities Theatre Visit	Y6 Production TSP: Enrichment End of Year 6 Trip Leavers' Assembly

As Avid Readers we will be: reading a range of high quality, age appropriate texts linked to our topics; using stories and sacred texts to find out more about core belief and practices in religions; enjoying class readers; using non-fiction texts to carry out research; enjoying whole-class reading
To develop our desire to be Global Citizens we will be: learning about local history, and how the two World Wars affected daily life in Norton; exploring issues of energy production and conservation, and climate change; learning about and showing respect for Christianity and other major faiths, and their practices and cultures; exploring what it means to be a member of our school community; learning about the importance of respecting other's cultures and experiences; developing our command of spoken and written French; learning about prejudice and stereotyping, especially in terms of race and religion.
In becoming Bold Adventurers, we will: learn about taking safe risks and overcoming obstacles; preparing ourselves for secondary school; visiting places of worship and meeting believers to find out more about world faiths; presenting to an audience; knowing how to stay safe online whilst embracing the technologies available to us; preparing for statutory examinations; learning to be a risk-taker in our approach to learning
As Healthy Champions, physically and, we will be: following the Jigsaw scheme to explore issues linked to both our physical and mental health; learning about our bodies in science and the effects of unhealthy lifestyle choices; participating in a range of physical activities in PE; valuing our own experiences and beliefs in RE; learning to foster healthy attitudes in a range of contexts, including learning to value our differences and knowing how to confront and challenge those who do not respect others